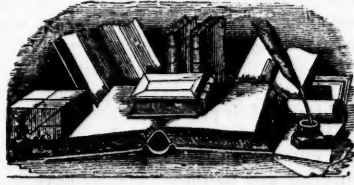


CENTRAL EDUCATOR



DEVOTED TO EDUCATION, ARTS AND SCIENCES, AND GENERAL LITERATURE.

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[P. E. DAY, Editor.]

Educational Extracts.

Education of the Masses.

BY REV. G. W. BURNAP.

The masses must be educated. This is the great business of the patriot and philanthropist. If they be *not* educated, the constitution may be overturned in another way, and power again come into the hands of the few, and of the few who have the least stake in the welfare of the Republic. The voice of the people when honestly dealt with, we religiously believe to be the voice of God. But the great danger is that the voice we hear is not the voice of the people, but the voice which the people's leaders contrive to speak through their organs, through their lungs, through their minds. The voice of the people must be the voice of independent intellect, and not the hollow sound which comes from the machinery of an automaton.

A republican government is founded on the postulate that there may be in the mass of citizens, sufficient intelligence and virtue to make wise laws and execute them faithfully. But this same postulate supposes that the very existence of a republic is only conditional. Without this intelligence and virtue, we have the form and not the thing. In establishing a republican government, power is taken from the hands of the few and put into the hands of the many. However intrinsically unjust it might have been, that power should have been in the hands of the few, society in that case has this security for its legitimate exercise, that it is possessed by those who have the deepest interest in the public welfare, and to those whom office for its own

sake is of least importance. Such men obtain office with the fewest pledges of a questionable character, and may therefore be more untrammelled in its exercise.

But power having been returned to the people, before it can be exercised, must be put again into the hands of the few. Into whose hands shall it be given? If the people are intelligent and virtuous, into the hands of the wisest and most substantial men in the community. If this were always the case, then a republic like our own would be the very ideal of a perfect government. But it is possible that a very different order of things may take place. Office and power may and do become objects of cupidity, not to be spontaneously conferred by the people on their wisest and best, but to be sought and compassed by the ambitious and cunning through party management and organization. The inquiry with such men is not what is true and right, but what the people can be made to believe. There are a few things which are found to have a worse influence upon the character than to embark in partizan politics. It soon unmoors a man from every obligation of moral principle and sets him completely afloat. He becomes so accustomed to shape his course by expediency instead of truth, that truth becomes altogether a secondary consideration. His feelings and his judgment have become so warped by antagonism and opposition, that he is incapable of viewing any subject with impartiality. If he has a desire to be honest himself, he is so often compelled to acquiesce in that which is wrong, that his integrity is gradually undermined.

An unintelligent vote, or a vote obtained

by misrepresentation, is not a vote in the spirit of a free government. And I look upon it as a crime of a dark dye to obtain a vote in such a manner. And here is the point where our institutions are in the greatest danger.—On this point turns the whole question of the practicability of a republican government.—Can the masses be made and kept so intelligent and virtuous as to have an intelligent and honest suffrage? If they can, then the people can govern themselves. If they can not, then they will be governed through their passions and prejudice by a few for their own purposes. If such a state of culture is possible, then a republic will succeed, and be the greatest blessing that God ever bestowed upon man.

If the mass of the people can not be so educated as to discriminate in those who solicit their suffrages between the patriot and the office-seeker, then they must be content to see each successive administration settle down upon the body politic like a swarm of hungry insects, whose first object will be to satisfy the cravings of their own appetites. If the people can not be so educated as to have a mind and will of their own, they must be satisfied to be, as they have been under every other form of government, the servants of their servants. The two great parties into which Providence decrees that every free state should be divided, will find themselves to be used very much as the masses of two neighboring kingdoms in the old world are, to fight against each other, for the power and profit of those who gather the spoil of victory.

But we hear from some quarters the desponding prediction, that the masses never can be so educated as to act intelligently on the great question of national policy. If it be so, then the last hope of man is flat despair. But this is not so. The masses are being educated with inconceivable rapidity. The wry violence of political excitement is educating them. Passion, after all, is the great stimulus of intellect. It rouses the mind from the dead stagnation of indifference and from the stupefying routine of incessant toil. In the violence of party strife men listen, think, and read, who never thought before. They come out of the holes and corners where they vegetated and slept, and catch some rays of heaven's light though it be through cloud and storm.

Those immense assemblages which have darkened our streets, and rent the air with shouts and confusion, have seemed to some as black clouds, lowering with ill-omen upon their prospects. I read them differently. I

interpret them as vast conventions, come altogether to promote the political education of the people. Grant that they may listen to much that is false, they must also hear much that is true. Assuming the natural rectitude of the human mind, and all popular institutions take it for granted, the truth will be embraced, and the falsehood rejected. So many speakers, so many independent, well informed minds, can not fail to place every subject in every possible light, and to obtain something approaching to a true verdict from that inspiration which giveth every man understanding.

Doubts have been cast upon the ultimate success of the press itself. It may be, it is said, the vehicle of truth, and it may be the engine of misrepresentation. We grant it. But we affirm likewise that this one engine makes all the difference between a civilized and barbarous people, all the difference between absolute rule and self-government, all the difference between freemen and slaves. Grant that the press sometimes misleads the people, and betrays them to misjudge their true interest. It leads them at least to *exercise* their judgment, even if it leads them to judge wrong. That misjudgment is but a slight loss in comparison with the immense boon of having led them to use their judgments and their minds at all. The next time they may judge rightly and perhaps even after, for no man chooses to be deceived.

From these considerations we have now brought into view, we infer that the first duty of an American citizen, is to lend all his energies to the great purpose of educating the masses, intellectually, morally, and physically. By this transforming process, the child of the rudest emigrant shall be prepared in a few years to enjoy and perpetuate our noble institutions. The school-house and the church—these are the hopes of the republic. Let them rise in every valley and upon every plain from the Atlantic to the Rocky Mountains. In them are formed the minds which are to control the destinies of this mighty and growing nation. And let the patriot who is disposed to despond, console the hours of his saddest reflection with the thought that the rising millions of his countrymen are now actually receiving such an education as was never bestowed on an equal number of the human race; that the simple power of reading now conferred on all, unlocks to them treasures of wisdom, and feeling, and thought, embodied in the literature of their mother tongue, such as were denied to the sages of antiquity.

On Studies.

Studies serve for delight, for ornament, and for ability. Their chief use for delight is in solitude and retirement; for ornament, is in discourse; and for ability, is in the judgment and disposition of business; for expert men can execute, and perhaps judge of particulars one by one; but general counsels and the plots and marshalling of affairs, come best from those that are learned.

To spend too much time in studies is sloth; to use them too much for ornament is affectation; to make judgment wholly by their rules is the humor of the scholar. They perfect nature, and are perfected by experience; for natural abilities are like natural plants, they need pruning by study; and studies themselves do give forth directions too much at large, except they be bounded in by experience.

Crafty men condemn studies, simple men admire them, and wise men use them; for they teach not their own use; but that is a wisdom without them, and above them, won by observation. Read not to contradict and refute, nor to believe and take for granted, or to find talk and discourse, but to weigh and consider.

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested—that is, some books are to be read only in parts; others to be read, but not curiously; and some few to be read wholly, and with diligence and attention. Some books may be read by deputy, and extracts made of them by others; but that would be only the less important arguments, and the meaner sort of books; else distilled books are like common distilled waters, flashy things.

Reading maketh a full man; conference a ready man; and writing an exact man. And therefore if a man write little, he need have a great memory; if he confer little, he had need have a present wit; and if he read little, he had need have much cunning, to seem to know what he doth not.

Histories make men wise; poets witty; the mathematics subtle; natural philosophy deep; moral, grave; logic and rhetoric, able to contend. "Abeunt studia in mores;" nay, there is no stand or impediment in the wit, but may be brought out by fit studies. Like as diseases of the body may have appropriate exercises—bowling is good for the stone and reins, shooting for the lungs and breast, gentle walking for the stomach, riding for the head, and the like—so, if a man's wits be wandering, let him study the mathematics, for on demonstrations if his mind be called away never so

little he must begin again; if his wit be not apt to distinguish or find differences, let him study the schoolmen, for they are the "Cymini sectores;" if he be not apt to beat over matters, and to call upon one thing to prove another, let him study the lawyers' cases; so every defect of the mind may have a special receipt. [Bacon.]

THE PLEASURE DERIVED FROM GOOD BOOKS.—It is remarkable the character of the pleasure we derive from the best books. They impress us ever with the conviction that one nature wrote, and the same reads. We read the verses of the great English poets, of Chaucer, of Marvell, of Dryden—with the most modern joy—with a pleasure, I mean, which is in a great part caused by the abstraction of the time from their verse.

There is some awe mixed with the joy of our surprise, when this poet who lived in some past world two or three hundred years ago, says that which lies close to my own soul—that which I had so well nigh thought and said. But for the evidence thence afforded to the philosophical doctrine of the identity of all minds, we should suppose that some pre-established harmony—some foresight of souls that were to be, and some preparation of stores for their future wants, like the fact observed among insects, who lay up food before death for the young grub they never shall see. [R. W. Emerson.]

ECONOMY.—This word is singularly applied by many, but by none more so than by those who will spend dollars to decorate the outward person of their children, yet begrudge them a few shillings that they may be required to get them the best school books; or by the man who will chew a paper of tobacco a day, or smoke two or three segars, and yet can not afford to pay *four cents a week* for a good paper to contribute to his enjoyment, and to the instruction and entertainment of his family.

SOCIETY AS IT IS.—A well-known political economist says: "We pay best, first, those who destroy us—generals; second, those who cheat us—quacks and politicians; third, those amuse us—singers and musicians; and least of all, those who instruct us."

☞ Every school-house that is built, and every child that is educated, is an additional pledge of the perpetuity of our civil institutions.

☞ A patriot is known by the interest he takes in common schools.

The Planetary System.

Adjoining the sun, we find Mercury and Venus, with the days and seasons like our own, varying only with the peculiarity of their position. Upon reaching our own planet, we recognize in it the general features, but we find it larger in magnitude, and possessing the additional distinction of a satellite to enlighten it, and a race of living beings to rejoice in its pre-eminence. In contrast with Mars, our earth still maintains its superiority both in size and equipments; but upon advancing a little further into space, our pride is rebuked and our fears evoked, when we reach the golgotha of our system, where the relics of a once mighty planet are revolving in severed orbits, and warning the vain astronomer of another world—that a similar fate may await his own. Dejected, but not despairing, we pass onward, and, as if in bright contrast with the desolation we have witnessed, there bursts upon our sight the splendid orb of Jupiter, eleven times the diameter of our own globe, and proudly enthroned amid his attendant torch-bearers. When compared with so glorious a creation, our earth dwindles into insignificance. It is no longer the monarch of the planetary throng, and we blush at the recollection that sovereigns and pontiffs, and even philosophers, made it the central ball, round which the sun and moon, and planets, and even stars, revolved in obsequious subjection. The dignity of being the seat of intellectual and animal life, however, still seems to be our own, and if our globe does not swell so largely to the eye, or shine so brightly in the night, it has yet been the seat of glorious dynasties, of mighty empires, of heroes that have bled for their country, of martyrs who have died for their faith, and of sages who have unraveled the very universe we are surveying. Still does the thought loom on the mind's horizon, that the gigantic planet which we are undervaluing may be teeming with life more pure and noble than our own; with heroes who have never drawn the sword against truth and liberty; with martyrs who have never died for error, and with sages who have never denied their God.

Pursuing our outward course, a new wonder is presented to us in the gorgeous appendages of Saturn, with his triple halo of rings, and lighted up with his seven moons. Does this magnificent and splendid arch, whose circuit is seven times that of our own globe, span the azure vault of Saturn merely to delight the prying astronomer; and do his seven bright attendants serve but to

try his telescopes? Advancing onward, we encounter Uranus, with his six pledges that he is the seat of life; and after passing the new planet, which awaits the scrutiny of science at the frontier of our system, we reach what is the region, and what may be regarded as the home of comets.

Comets, or wandering stars, as they have been called, are those celestial bodies which appear occasionally within the limits of the solar system. No fewer than between six and seven hundred comets have been recorded, and the orbits of nearly one hundred and forty have been calculated; and as there are times when, so far as astronomers know, there is not one of these comets (excepting those of Encke, Biela, and Da Faye) within the limits of the solar system, their movements must be principally executed within that vast region which lies between the nearest known fixed star and the orbit of the new planet, an interval equal to 6,000 times the distance of that planet from the sun. What is their occupation there, or what it is here, when they are our visitors, we cannot venture to guess. That they do not perform the functions of planets is apparent, and there is no appearance of their importing any thing useful into our system, or of their exporting any thing useful to another. Judging from the immense portion of their orbits which lies beyond our system, we are disposed to imagine that the central body of some other system is placed in the distant focus of each of their orbits, and that in this way all the different systems in the universe are, as it were, united into one by the intercommunication of comets. Were our planetary system, with its 700 comets, and probably as many thousand more to be surveyed from other external systems, a mass of unresolvable nebulous matter mixed with stars would doubtless be described by powerful telescopes, and exhibit to us a picture analagous to the nebulous combinations by which astronomers have been so much perplexed.

The most common aspect of a comet is that of a faint, round nebula, through which stars are visible. In advancing toward the sun, the luminous matter becomes bright, and at last shoots forth a long train of light, called its tail. After passing the sun, the tail becomes shorter and shorter, until it disappears, and when the comet has receded to a certain distance, it too disappears, even to the most powerful telescopes. According to M. Arago, there are some comets whose luminosity is uniform, others which have a nucleus or condensed portion, which is sometimes transparent, while there are other com-

ets which are more brilliant than the planets. Sometimes their tails are only a few degrees in length, and sometimes they extend even from the horizon to the zenith.

The first great comet of modern times was that which excited so much notice in London in the month of December, 1680. It continued visible for four months. Its tail was 120 millions miles long. Its distance from the sun, when greatest, was 127,000 times the distance of the earth from the sun, and its velocity when approaching the sun was so enormous, that it moved through 880,000 miles in an hour, reaching, at its perihelion, to within 144,000 miles of the sun's surface, —a proximity so great, that it may one day be drawn into its devouring furnace. Sir Isaac Newton computed, that its heat was then 2,000 times that of red hot iron, from which it would take a million of years to cool. [North British Review.

Hint as to Schooling.

A COMMON error, into which many parents fall, is to send their children to an inferior school first, and afterwards to place them in an establishment where they may, as it is termed, "finish" their education. Now, not only is the pupil a severe loser by this method, but the master, to whose care he is at length confided, experiences much additional trouble. He has not only now to lead the youth into a right path, but to lead him back from many a wrong one; not merely to urge him to the further acquisition of good habits, but to endeavor to root out many that are faulty.

It is related by Quintilian that those who went to learn music of Timotheus, paid double price if they had received any previous instruction—a safeguard I would recommend to general adoption by good teachers. But there are other evils connected with such a system, not to mention those which result from change of plans to the student himself. It is obvious that no tutor can be expected to take much interest in the progress of children who are placed with him only as a *temporary* thing. Whereas, if it is understood that they are to continue with him so long as his treatment to them is what it ought to be, he has an incentive to diligence in the highest degree effective. He looks upon them as the future ornaments of his school; and they immediately come under the influence of those well-regulated stimuli which urge them on to fill up the ranks of those who are about to finish their scholastic course. A well directed establishment, and where the morals, intellect,

ual improvement, and health of the pupils are carefully and assiduously attended to, presents advantages which ought to be appreciated by parents, though they are seldom valued by the pupils. [Monthly Prize Essay.

Minds and Books.

Some minds and some books are like toy-shops. They are full of curious things, which have no higher use than diversion. The whole reading and observation of some men is for amusement. Such live neither for the good of themselves, nor of others.

Some minds and some books are like shops where you find vast quantities of rich goods, in the piece. The wise man loves to deal here. He is sure to be suited. He gets the worth of his money. True, little is quite suited to immediate use, but every thing is easily made useful. Such a mind had Bacon and Burke, and Edwards and Howe. Amplitude more than compensates for exactness. Miners never object that the ore is found in too rich or too large masses.

Other minds and books are like shops, in which you find an excellent variety, already prepared for use. There is something to suit every one. Garments and utensils of every good description meet the eye continually. You wonder at the variety. You wonder more at the skill and judgment displayed in the fitness. Every thing does you good. You are pleased because you are profited. You resolve to do better that you may be happier. [American Messenger.

Early Education.

If a child is neglected until six years of age, no subsequent training can recover it. If to this age he is in ignorance and dissipation, baseness and brutality, in that vacuity of mind which such habits create, it is in vain to try to reclaim it by teaching it reading and writing.

You may teach it what you choose afterwards, but if you have not prevented the formation of bad habits, you will teach in vain. With children under the age of six years, school learning should not be the chief consideration, but the formation of moral principles. [Broham.

HONOR THE TEACHER.—"Of all professions," says Goldsmith, "I do not know a more honorable one than that of school-master; at the same time I do not see any more generally despised, or one whose talents are less rewarded."

Amusing Miscellany.

A Philosophical Hoax.

Judge Breckenbridge, the elder, had a deadly hostility to Philosophical Societies, against which he waged a war of extermination in the papers, and in the celebrated satirical work, Teague O'Regan. Few persons living knew the cause of his ire, which fell under my observation at the time the provocation was given.

About the year 1785, he was a candidate for a seat in the legislature of Pennsylvania, for Allegany County. Parties ran high—and he was elected by the constitution party, under the idea that he would advocate some measures which they had very much at heart; among the rest was the reception of a certain species of province money, in payment of arrears due for lands in that country. To the surprise and indignation of his constituents, he not only voted but made a powerful speech against the last measure. He was naturally and violently denounced by the democratic party.

About this period he became a candidate for membership in the American Philosophical Society, to which his talents gave him a claim superior to that of most of the members of that body. His vote respecting the province money was an inexpiable sin in the opinion of the majority of the members who were ultra democrats; and he was accordingly black-balled. This irritated him highly, and led him to the warfare against the society, and all similar institutions.

The judge said that he was wont to delight in hoaxing this society; and among other tricks which he had played then he narrated the two following. He stole his grandmother's fan, and covered it a considerable time in a mud puddle. Having disguised it as completely as in his power, he sent it to the Society with an elaborate description to prove that it was the wing of a bat. It was received with due solemnity, and a vote of thanks was passed to the donor. A debate arose as to the species of bat to which it belonged—and a committee of seven was appointed to ascertain whether it was the wing of a Madagascar or Candia bat. The committee sat three weeks, and after consulting Buffon's Natural History and Goldsmith's Animated Nature, they reported that it must have belonged to a Madagascar bat. It was pronounced the greatest curiosity in the Museum, except a large brown sheet of paper which he had hung up in the chimney and disguised with soot and dirt, and palmed upon the Soci-

ety as a part of Brahmin's shirt. [Mathew Carey.]

The Ventriloquist.

A circumstance which powerfully excited the risible muscles of a number of the town's people, once occurred in Grimsbey, an English country town. It happened that Mr. Love, the ventriloquist, had publicly announced his intention of performing in the assembly-rooms. On the appointed evening, a tolerably numerous audience had assembled; but the performance had scarcely commenced, when it was suddenly interrupted by the most dismal yells and howlings from above.

It appears that in a part of the entertainment the ventriloquist by means of his singular powers of vocal deception, causes an invisible agent to be heard singing on the roof of a building many yards distant from that in which he exhibits, then gradually approaching until it is finally heard in the act of descending the chimney attached to the assembly rooms. A native of an adjoining village, who had been induced to patronize the entertainment, and who we presume had never before witnessed a similar performance, and consequently was not aware of the extent of the illusion which an accomplished ventriloquist is capable of creating, felt convinced that a second person "had a finger in the pie," and being well acquainted with the house, slipped out unperceived by the audience, and ascended by the back stairs in the dark to the roof of the building, with the firm determination of opening the eyes of the audience and exposing the confederate of the performer.

At this juncture, two other wiseacres in the company entertained exactly the same opinion, and accordingly followed the steps of him who had first made his exit from the apartment. Having arrived at the summit of the garret stairs, they found the trap-door wide open. This they thought looked suspicious, but on ascending to the tiles, they discovered the first-mentioned Paul Pry in the act of reconnoitring with his head placed close to the chimney. Doubt was not out of the question; they therefore commenced belaboring their unsuspecting victim with such vigor, that had not his wailings brought mine host and some of the people connected with the establishment to his assistance, the consequences might have been rather serious. As it was, a mutual explanation speedily followed, and the ventriloquist as might have been expected joined heartily in the convulsive roar of laughter which it occasioned, whilst the unlucky wights against whom it was directed, were glad to make a precipitate retreat.

David Home.

One day that he visited me in London, he came into my room laughing. "What has put you in this good humor," said I. "Why, man," replied he, "I have just now had the best and severest thing said to me, I ever heard. I was complaining in company where I spent the morning, that I was very ill-treated by the world; that I had written many volumes throughout the whole of which there were but few passages of reprehensible matter, and yet for those few pages, I was abused and torn to pieces." "You put me in mind," said an honest fellow in the room, "of an acquaintance of mine, a notary public, who having been condemned to be hanged for forgery, lamented the hardship of his case; that having written many inoffensive sheets, he should be hanged for one line. [Lord Chalemonte.

ANDREW BEERS.—This celebrated astronomer was one day riding down a steep hill in a furious storm, when he was stopped by a true son of Netherlands, who was finishing his journey up the mountain.

"Hain't your name Peers, de Halminak maker?" enquired Hans.

"Yes," replied Beers.

"Vell, den," said the Dutchman, "now vat make you ketch yourself out here in dis dere rain storm?"

GRAMMATICS.—"Arrah, Teddy, an' wasn't your name Teddy O'Bryne before ye left ould Ireland?"

"An' sure that it was."

"Why then do you add the *s*, an' call it Teddy O'Brynes now?"

"Why ye spalpeen! have n't I been married since I came to Ameriky, and are ye so ignorant of *grammatics* that ye don't know that when one thing is added to another it becomes plural?"

SCHOOL-HOUSE INCIDENT.—*Master.* Spell castigate.

Boy. C-a-s-t-i-g-a-t-e, cas ti gate.

Master. Very well, what is the definition?

Boy. Don't remember, sir.

Master. If you had an ugly horse, what would you do with him?

Boy. I would trade him away the first chance I got.

AN ASTRONOMICAL PUN.—When Sir William Hamilton announced to the Royal Irish Academy, his discovery of the central sun—the star round which our orb of day and his planetary attendants revolve—a waggish member exclaimed, "What! our sun's sun, why, that must be a *grand sun*!"

LET US HAVE THE BEST.—An eastern farmer went to a clergyman, and enquired why he did not preach as much Latin and Greek as their previous minister. "Why," said he, "I thought that I would make use of such language as you could understand, and I did not suppose that farmers generally understood Latin and Greek." "Oh!" said the farmer, I pay for the best, and let us have it; give us as much Latin and Geek as you can spare."

EMPHASISING WORDS.—There is a good story on the subject of emphasis. "Boy," said a visitor at the house of his friend, to his little son, "step over the way and see how *old Mrs. Brown* is."

The boy did his errand, and on his return reported that Mrs. Brown did not know how old she was; and that he might find out by his own learning.

THE MINDS OF CHILDREN.—Plato observed that the minds of children were like bottles with very narrow mouths; if you attempted to fill them too rapidly, much knowledge was wasted and little received.

From the District School Journal.

The Schoolmaster.

BY E. W.

A life at the teacher's desk—

A home in the "master's" chair,

Is the true ne-plus-ultra of bliss,

Or what is next to it, of *care*!

Here is toil that will never end—

Here are troubles that will ne'er depart;

Here does sympathy seldom extend

To the lonely and weary at heart.

Who e'er breathed for the teacher a sigh?

Who a tear for his sorrows e'er shed?

Who e'er soothed him when ready to die—

Or remembered him when he was dead?

There exists not a being upon earth

Whose life-blood more nobly is given;

Who is doomed as a slave from his birth—

And whose only reward is heaven.

'Tis a lonely and wearisome lot,

A teacher for life thus to be;

Scorn'd while living—when dying forgot—

Never blessed till the spirit's set free.

But when lost to the sorrows of earth,

And reposing beneath the green sod,

Be this tribute allowed to their worth—

They will find their reward with their God.

The Monthly Educator.

To Correspondents.

We regret to be obliged to decline the piece on "Moral Education." It contains many good sentiments, but its length alone is a sufficient objection to its publication.

The following communications are on file for insertion: "Time's Flight," "Grammar—a Dialogue," "Spelling, &c."

Will the author of the "Scholars' Evening Song," send us the music accompanying it?

The Proceedings of the New York State Teachers' Association—Concluded.

THURSDAY MORNING.

The Association was called to order at nine o'clock, by the president. Prayer by Rev. Dr. LUCKEY of Rochester.

MR. O. W. MORRIS of New York, presented a report on Reformatory Schools. The following resolutions accompanied the report, all of which were adopted unanimously:

Resolved, That it is the duty of every faithful teacher to make himself acquainted with the principles and leading objects of Reformatory Schools, so as to devise and use the best means for producing the wished for results.

Resolved, That while effective measures are continually used to instruct and prepare for usefulness the children of the rich and the worthy poor, Reformatory schools should be established to provide for the proper instruction of those whom neglect or bad example has caused to deviate from the path of rectitude.

Resolved, That as it is important for the teacher to have the cordial co-operation of the parents in training the minds of any children, it is certainly of the highest importance that Reformatory Schools, exerting so great an influence on community, should have Legislative sanction.

MR. W. C. KENTON of Allegany presented an elaborate report on Emulation in Schools. A very spirited discussion arose in regard to some portions of the report.

MR. T. W. FIELD of New York moved to lay the report on the table. It was a compendium of all the visionary theories that had been promulgated on the subject of education during the last twenty years. The author of the report did not like Horace Greely look forward to "the good time coming," when corporeal punishment should be abolished, but really thought that it had now arrived. According to the report, we are not engaged in teaching frail mortals, but dear little angels who will always do right through their innate love of study, morality, and goodness. MR. HOWE

of Ontario hoped that the dignity of the Association would be regarded. He did not approve of the report, but did not like the manner its author had been treated by the gentleman last on the floor. MR. ST. JOHN of New York also hoped that due courtesy would be extended to all who should give their views on whatever subject they should be called upon to report. MR. MATRISON of Oswego rose to a point of order—a motion to lay on the table was not debateable. The motion to lay the report on the table was lost.

MR. BARNES of Monroe moved that the report be accepted.

MR. ANTHONY of Albany was opposed to the acceptance. The report treated of several things that were entirely irrelevant to the subject—corporeal punishment was never in his opinion resorted to as a means of emulation. He also objected to the language made use of in the report. Will teachers consent that a report go forth from this Association, charging those who use corporeal punishment with having the feelings of a demon? It also was not true that the use of the rod is calculated to excite feelings of revenge in the minds of the pupil. He considered the spirit of moral suasion to be a lying spirit. It was the same spirit that told God that Job would curse him if bodily pain were inflicted. MR. KENTON rose to explain—his sentiments had been misunderstood. He was in favor of corporeal punishment; he had used it himself, and would do so again if necessary. He however was opposed to it as a means of emulation. MR. HEDGES of New Jersey co-incided in most points with the report, yet there some things contained in it to which he could not subscribe. He did not believe that the use of the rod excited revengeful feelings in the mind of the scholar. Many who had blamed him for inflicting bodily chastisement at the time, had subsequently risen up and called him blessed. The motion to accept the report was carried.

MR. WINSLOW of Livingston was in favor of corporeal punishment as a means of correction, but not of emulation. He highly approved of the views entertained by the author of the report in relation to the use of prizes. When these are resorted to as a means of emulation, envy is frequently excited toward the successful scholar.—There were many other good sentiments embodied in the report; and although he thought that the paragraph relating to corporeal punishment might with propriety have been omitted, yet he would move its acceptance. MR. ABBOTT of New York agreed mainly with the report, but

thought it was too severe against those who made use of capital punishment [cries of *corporal* not *capital*]. Yes, I mean corporal, but it is also not unfrequently a *capital* punishment.

MR. ROLLO of Broome moved that the report be referred back to the committee for revision.

MR. R. JOHNSON of Monroe was opposed to the reference. MR. HICKS of Livingston hoped that the report would not be re-committed. He wanted the question of corporeal punishment settled by this Association, and hoped there would be no disposition among teachers to "dodge the question." PROF. PAGE of Albany was in favor of re-committing the report. He thought that the portion relating to corporeal punishment was out of place. The Association had already expressed itself twice on this subject. He believed that the author of the report was a corporeal-punishment man—he judged so from his temperament—and if it were referred back to him, it could be so modified as to meet the views of the Association. MR. EYON admitted that there were some expressions that might be amended, but he would not consent to alter the spirit of the report. He knew that corporeal had been used as a means of emulation, and he could if necessary cite instances to prove this assertion. He also affirmed that the paragraph relating to corporeal punishment was in its appropriate place, and he did not wish to have it erased. He was however willing to have the report re-committed. MR. McELIGOTT of New York was opposed to the reference. He wanted the report voted down. It embodied sentiments which if adopted would shatter our common school system. Instead of being a question of school policy it was one of sectarian character. It favored the establishment of Parochial Schools which would eventually destroy the present glorious system of general education. He repudiated the doctrine that all mankind were naturally disposed to do right—it was not human nature to be good. The report in his opinion contained some most damnable heresies.

The motion to re-commit the report was lost.

MR. WINSLOW of Livingston moved to refer the whole subject to a new committee. Lost.

MR. C. H. ANTHONY of Albany moved to lay the report on the table. Carried.

The president announced the following persons to constitute a committee to nominate officers for the ensuing year: MESSRS. S. ST. JOHN of New York, J. G. DENSLOW of Westchester, J. W. BULKLEY of Albany, J. PERKINS of Oneida, J. G. TRUAIR of Chenango, N. P. STANTON of Onondaga, and H. G. WINSLOW of Livingston.

The report of the Corresponding Secretary was read and accepted.

The Association adjourned until two o'clock P. M.

THURSDAY AFTERNOON.

The association was called to order by the president.

MR. S. W. CLARK of Ontario read a report on Legislative Aid to Teachers' Institutes, prepared by HON. SALEM TOWN of Cayuga. The report was accepted. MR. E. COOPER of Onondaga presented the following resolutions which were passed:

Resolved, That the thanks of this Association be tendered to Salem Town for his efforts in this behalf.

Resolved, That this subject be referred back to Mr. Town; and that Prof. Page of Albany be associated with him to adopt such measures as they may deem best to secure legislative aid to Teachers' Institutes.

MR. E. M. ROLLO of Broome moved a verbal amendment to the report on Moral Instruction presented by him yesterday. Carried.

MR. BULKLEY of Albany, Chairman of the nominating committee, presented a report which was accepted.

The following gentlemen, having been nominated by the committee, were elected officers of the association for the ensuing year:

S. B. WOOLWORTH, of Cortlandt—*President*.

C. H. ANTHONY of Albany—*First Vice President*.

L. HAZETINE of New York—*Second Vice President*.

J. R. BOYD of Jefferson—*Third Vice President*.

H. G. WINSLOW of Livingston—*Fourth Vice President*.

JOSEPH MCKEEN of New York—*Corresponding Secretary*.

S. W. CLARK of Ontario—*Recording Secretary*.

F. COOPER of Onondaga—*Treasurer*.

The Association voted to hold their next meeting at Auburn, on the first Wednesday in August next.

The committee on Female Teachers—their Usefulness, Qualifications, and Compensation, submitted two reports—the first was read by Miss ELIZABETH ORAM of New York and the second by Mrs. EMMA WILLARD of Troy. Another report prepared by Miss ELIZA ROBBINS of New York who was not present, was submitted to the association. The reports were all accepted, and ordered to be published.

REV. F. W. HOLLAND of Monroe presented the following resolution, which was adopted:

Resolved, That the present compensation of female teachers is inadequate and unjust to their rank as educators.

MR. BARNES of Monroe presented the following resolution, which was adopted:

Resolved, That that we heartily approve of the union of the Teacher's Advocate and the Journal of Education in one periodical—and that this periodical is worthy of the liberal patronage of the teachers and friends of education throughout the empire state.

PROF. PAGE of Albany moved that the executive committee be instructed to refer each subject to one individual instead of several persons, and that a specific time be hereafter assigned for hearing each report. The motion was carried.

S. W. CLARK of Ontario presented a report on the Teachers' Profession. The following resolutions were appended to the report:

Resolved, That the Teacher's Profession ought to be recognized as such by our civil institutions, and endowed with powers and privileges commensurate with its duties and responsibilities.

Resolved, That the interests of education and the proper influence of the Teacher's Profession demand that the supervision of schools be committed to practical and experienced teachers.

Resolved, That a committee of one be appointed to prepare an expression of the sentiments of this association, touching the educational policy of this state in its bearing on the Teachers' Profession, and present the same for the action of this body at its next annual meeting.

The second resolution called forth a somewhat animated discussion. MR. BULKLEY of Albany remarked that it was too frequently the object of school-officers to make the merest cipher of the teacher. REV. E. PECK of Monroe was opposed to any organization which like that of the Jesuits allowed a body to perpetuate itself. If teachers had the exclusive right to license those of their profession, it might prove a system favoritism to those in power. MR. McELLAGOTT of New York wished to know how this principle would apply to other professions. Do merchants examine lawyers, or shoe-makers confer degrees on doctors of divinity? The resolution was farther debated by MESSRS. HOWE of Ontario, THOMPSON of New York, E. S. TREAT, R. JOHNSON, and F. W. HOLLAND of Monroe; also by PROF. PROUDFIT of New Jersey.

The Association adjourned until seven o'clock.

THURSDAY EVENING.

The Association was called to order by the president.

PROF. THOMPSON of New York moved that a committee of three be appointed to make suitable

arrangements for the next meeting of the Association. Carried. MESSRS. PADDOCK and HOPKINS of Cayuga, and THOMPSON of New York were appointed said committee.

MR. HOWE of Ontario presented the following resolutions all of which were adopted:

Resolved, That the thanks of this Association be tendered to the directors of the several railroad companies that have conveyed members at reduced prices.

Resolved, That the thanks of this Association be given to the citizens of Rochester, who have extended their hospitalities to any of its members.

Resolved, That the thanks of this Association be given to the proprietors of the public houses in Rochester who have boarded any of its members at reduced prices.

Resolved, That our thanks be tendered to the Board of Education of Rochester for the free use of this Hall.

MR. N. BRITTAN of Wayne was appointed to report on Union Schools, at the next meeting of the Association.

MR. McELLAGOTT of New York presented the following resolution, which was adopted:

Resolved, That the report on Emulation this day submitted to the association, be referred to the same committee with instructions to consider the propriety of modifying or rejecting so much of it as relates to the use of corporal punishment in schools.

MR. J. W. BULKLEY of Albany presented the following preamble and resolutions, accompanied by some spirited remarks:

Whereas, The history of the past has fully demonstrated the importance, to all organizations like this association, of being legally incorporated, therefore

Resolved, That a committee of three be appointed to memorialize the legislature upon this subject. Further

Resolved, That we ask in this Act of Incorporation, the same rights and privileges as are accorded to other professions, in granting licenses, conferring degrees, &c.

The resolutions were debated by MESSRS. S. W. CLARK of Ontario, THOMPSON of New York, BULKLEY of Albany, McELLAGOTT and ST. JOHN of New York, HOWE of Ontario, O. W. WRIGHT of Cayuga, E. COOPER of Onondaga, PAGE of Albany, WINSLOW of Livingston, G. BOTTSFORD of Seneca, and HAZELTINE of New York.

MR. E. COOPER of Onondaga presented the following resolution which was adopted:

Resolved, That the resolutions offered by MR. BULKLEY be referred to a committee of three, either to present a plan to this Association for an Act of Incorporation, or to memorialize the legislature, as they may deem best.

The chair appointed MESSRS. BULKLEY and PAGE of Albany, and HAZELTINE of New York to constitute such committee.

MR. J. W. BULKLEY of Albany delivered an address before the Association on the Use of the Bible as a Text-book in Schools.

MR. S. W. CLARK of Ontario moved a vote of thanks to MR. BULKLEY for his able address before the association. Carried unanimously.

MR. B. FIELD of Boston being called upon, briefly addressed the meeting. He spoke of the course pursued by the "thirty one" teachers of his city. He took this occasion to return thanks to those in this state who had sympathized with their brethren of Boston in the hour of affliction. MR. F. also spoke in high terms of the meeting, the Normal School at Albany, its principal, and the progress of education throughout the state.

The president in behalf of the association presented his thanks to MR. FIELD for his address.

PROF. PROUDFIT of New Jersey, being called upon, made some remarks in regard to the condition of schools in his state. He briefly alluded to the inquiring spirit of the age, and improvements that now being made in the cause of education throughout the world.

MR. McELLIOTT of New York read the following resolution which was unanimously adopted:

Resolved, That the thanks of this Association be presented to the Rev. Dr. Proudfit for the pure patriotic and powerful address just delivered in our hearing.

PROF. J. B. THOMPSON of New York presented the following resolution which was adopted:

Resolved, That the harmony and good feeling which have characterized the intercourse and deliberations of this convention, are sources not only of present satisfaction and delight, but a sure harbinger of good in the horizon of the cause of education, and a pledge of mutual sympathy and friendship, which we trust will grow with the growth of the Association, and strengthen with its strength.

MR. S. W. CLARK of Ontario presented the following resolution which was passed:

Resolved, That in giving the parting hand to our brother teachers of Rochester, we tender to them our most distinguished considerations, accompanied by our thanks for their personal attentions and fraternal offices during the present meeting of the Association.

MR. HAZELTINE of New York moved a vote of thanks to the president for the impartial manner in which he had discharged his duties as presiding officer of this Association. The resolution passed unanimously, and MR. McKEN responded in a few feeling and appropriate remarks.

The Association was closed with prayer by REV. DR. PROUDFIT; after which it adjourned to meet at Auburn on Wednesday the 2nd day of August, eighteen hundred and forty eight.

American Biography.

For the Monthly Educator.

NO. 5.—BENEDICT ARNOLD.

BY THE EDITOR.

We come now to the consideration of a character who during the early stages of the American revolution, was as much respected for his bravery and patriotism as he was afterwards detested for his arrogance and treachery. During his youth, Benedict Arnold was employed as a clerk in a book-store and drug-establishment in Hartford, Conn. Being captain of an independent company, he repaired with his men to the American head-quarters at Cambridge as soon as the news of the battle of Lexington was received.

Having been commissioned by the Massachusetts' Committee of Safety to raise a recruit and march against Ticonderoga, he proceeded to Vermont where he united with Col. Allen who was fitting out an expedition for the same purpose. In the fall of 1775, he performed one of the most daring and hazardous exploits ever recorded in military history. He was appointed by General Washington to conduct an army through the wilderness of Maine into Canada, where he was to be joined by Gen. Montgomery—should the latter prove successful in an attempt to take Montreal—and the two forces were then to be united in an attack upon Quebec.

Although the enterprise failed, being attended with the loss of the gallant Montgomery, the energy and indomitable perseverance of Arnold—in conducting an army amid the snows of winter, through almost impeneable forests, and enduring innumerable perils of hunger and fatigue—were well calculated to place him high in the estimation of the American people. In August 1777, Col. Arnold was sent to the relief of Gen. Ganesvort who commanded Fort Schuyler which was then besieged by an army of British and Indians under Col. St. Leger.

Col. Arnold was present at the surrender of Gen. Burgoyne at Saratoga, October 17, 1777. In the engagement preceding that event, he was particularly noted for his bravery and rashness; he led the detachment that forced the enemy's entrenchments, and received a severe wound in the leg at the instant they were carried. Being deemed unfit for active service on account his wound, he was entrusted with the care of the American garrison at Philadelphia, upon the evacuation of that place by the British. Being vain of the glory he had acquired, and ungovernably fond of pleasure

he perverted his authority to obtain money which was squandered in continual scenes of dissipation and extravagance.

Congress having caused an investigation of his conduct to be made, passed a resolution severely censuring his course, which caused him to resign his office. He was however tried by a court-martial and sentenced to be reprimanded by the commander-in-chief. From this time Arnold began to indulge a hatred toward the cause he had so gloriously espoused. His money being squandered, his credit lost, and honor wounded, he conceived the infamous project of betraying his country. He communicated his intention to Sir Henry Clinton, by whom emissaries were sent and propositions made, that were acceded to by Arnold.

It was agreed that Arnold should feign repentance for his past conduct, and obtain the command of the army at West Point. Having soon after applied for this station, it was given him by Washington without a suspicion of his patriotism. John Andre, an aid to Sir Henry Clinton and adjutant-general in the British army was selected to mature the plan of Arnold's treason. A correspondence was carried on between them under the assumed names of Gustavus and Anderson, and an interview was subsequently effected between them at the house of one Joshua Smith. At the dawn of day the conference was unfinished, and Andre was taken into the American camp to be concealed until the following night.

During the day the sloop which had brought him up the river shifted her position, and he was obliged to return to New York by land. Having exchanged his regimentals for a suit of plain clothes, and being provided with a passport from Arnold, he set out as a common traveller. He had passed all the guards, and arrived at White Plains, when he was arrested by three men armed with muskets who seizing his horse by the bridle, demanded whither he was bound. Not being in uniform, Andre supposed them to belong to the British camp, and instead of producing his passport he asked them where they belonged.—“To below,” replied they, intending to deceive him. “So do I,” said Andre, “I am a British officer, and must not be detained.” “You belong to our enemies, and we arrest you,” was the reply.

Andre perceiving his mistake, presented his passport—but after the above declaration, that paper only excited their suspicion. He then offered them his gold watch and a large sum of money, if they would let him go. They however were not to be bribed. Upon searching him, a

plan of the fort at West Point, drawn up by Arnold, was found in his boots. They now conducted him to Col. Jameson, who after an examination had him properly secured. Anxious for the safety of Arnold, he desired Jameson to inform Arnold that Anderson was detained.

Arnold who had supposed the concerted plan completely successful, upon the reception of this message, made his escape on board the *Vulture* to New York. Washington having discovered the truth of Arnold's apostacy, hastened to West Point, and took measures to put it in a proper state of defense. An attempt was made to intercept the barge which conveyed Arnold to the sloop, but it eluded their vigilance, and he escaped to the British camp.

Andre soon after disclosed his real name, was tried by a court-martial, and condemned to be hung as a spy. Every possible effort was made by Sir Henry Clinton to procure his release, but Washington conceived that the interest of the country demanded his death, and he was accordingly hung at Tappan, N. Y., October 2, 1780. His fate was deeply commiserated by the American officers, and it has been justly remarked that “his grave was wet with the tears of his foes.”

Arnold received the appointment of brigadier-general in the British army as a reward for his treachery, yet he was detested even by his new associates. He afterwards published an address in which he attempted to justify his conduct, and win over some his countrymen to the royal cause. He was subsequently sent to Virginia in command of seventeen hundred troops. He remained in this country until the close of the revolution and then went to England. He died in Gloucester-place, London, June 14, 1801.

ANECDOTES.

It is related that while Gen. Arnold was in Virginia, an American who had been taken prisoner in one of the scouting parties, was brought into his presence. After some conversation, Arnold asked the prisoner what he thought the Americans would do with him if he should be taken. “They would take off your lame leg,” replied the prisoner, “and bury it with the honors of war while the remainder of your body would be hung on a gibbet.”

While Gen. Arnold was passing the town in which the relatives of the unfortunate Andre resided, he sent them a message stating that upon such an hour he would pay them a visit. Word was however sent him in return by Andre's sisters that they “did not wish to see him,”

Communications.

For the Monthly Educator.

Objects of Early Education.—No. 3.

BY EZEKIEL RICH.

After attending to due preparation for Self-Control and Self-Education, we come now to consider SELF-DIRECTION as an important object of early education. For this the two previous articles seem to prepare the way. Without the power and habit of self-government and self-improvement, none are fit to become independent, and guide themselves, or to plan and execute in their own concerns.

Children should be early taught to look ahead and soberly consider what objects on the whole are the best for them to seek after, then to lay just and wise plans to secure them, and finally to use their best endeavors to carry their plans into execution, that they may accomplish, realize, and enjoy them.

It has been justly said of many not properly taught and trained for self-direction, that they are very good laborers or hired help, but they have no faculty as independent citizens to project and act for themselves. Of course they are at the mercy of others, and are usually poor and dependent, but little thought of in the world. Hence, as we are creatures of reason and education, many are worse off than some of the lower animals which are guided by instinct. All children then, more especially the males, should before they pass the limits of minority, be prepared by proper education for self-direction. There are a number of distinct items involved in this subject; as,

1. *Firm Moral Principle*, which will not be shaken by any wrong and deluding counsel or influence. Without this, none are properly prepared to dwell among men, and to pass through this trying and eventful life. If proper instruction and training in this department be neglected, all other education for self-direction will be of little avail. This implies the cultivation of the moral senses and various moral instructions, and the conformation to them both in motive and action until moral principles and habits shall be well established.

2. *General*, as well as classic and professional knowledge, is important. This, if properly acquired, and stored away in just and sufficient quantity, with proper instructions respecting its application, will be a rich store-house, always at hand to furnish materials for self-direction.

3. *Taste and discretion, tact and decision*, with regard to some proper business for support and usefulness in life, and a disposition and proper study therefore should early be cultivated.

4. *Investigation*.—Children should early be put to searching into things for themselves, to forming their own projects from what they already know, and to putting them into execution—all under the supervision and counsel of skillful and faithful tutors. They should be taught to attend to all the particulars in a case, and often to those which are very small—for often small things are important in themselves; and besides many of them go make large ones.

5. *The Nature and Obligations of the Social and Civil Relations*, should be early understood by children, that they may know how to direct themselves in society according to just principle, rather than custom and fashion. Most of the feuds, broils and quarrels in families and neighborhoods, arise from want of due education in this important matter.

I will now close with some kind exhortation:—*As you well know*, after all that is said and done for education, these great and essential things are strangely and dolefully neglected! O do teach the dear, promising children what they need to know, and train them up in the way they should go, that you may fit them to be useful, respectable and happy—thus preparing them for SELF-DIRECTION, and that too in the paths of virtue, wisdom, and honor.

For the Monthly Educator.

Reminiscences of Mudville.—No. 1.

BY A SCHOOLMASTER.

In a remote corner of — County, surrounded by hills of no mean altitude, lies a little village, which for my present purpose, I shall term Mudville—a name by the way not inappropriate, if the texture of the streets may be taken as an index. Winding gracefully through the valley, is a romantic little stream whose banks are agreeably diversified with refuse lumber, saw-logs, swine-yards, and saw-mills, which answers the triple purpose of beautifying the village, driving its machinery, and quenching the thirst of its inhabitants. A really fine view of a neighboring hill-side, and a small *sprinkling* of houses, scattered in most beautiful disorder completes the prospect.

Late one autumnal afternoon, after a two day's excursion in the delightful occupation of "school-hunting," I came suddenly upon this quiet vil-

lage. Alas! for my scholastic pretensions, I knew not before that such a place existed, and in my ignorance I was obliged to inquire its name. My shallowness in Geography however worked me no permanent injury, as the report failed to reach the ears of the trustees in time.

Not having found a school to my liking in my previous peregrinations, and the trustees of Mudville being in want of a teacher for the young hopefuls of the district, I was not long in concluding a bargain with them—albeit at first we had some difficulty about the price. I found that the “penny-wise-pound-foolish” policy had found its way here also. The day having been set for my return to be installed as “Knight of the Birchen Rod” of Mudville, I took my departure in happy ignorance of the character and dispositions of its inhabitants.

While passing up the principal street in company with one of the trustees, we came in sight of a large white house, exhibiting quite a contrast to the unpainted cottages which abounded in the neighborhood. “Here,” said he, “lives Mr. —, a very good sort of a man, and one who was doing tolerably well—but he has a proud and lazy wife, and he has been running down ever since his marriage. He thought she had money, but she tricked him nicely, for hardly a red cent did he get. She is a perfect busy-body—always scandalizing her neighbors.” Perhaps, thought I, this is true; but what possible benefit can it be for me to know the private history of this family. Women are not the only scandalizers, and I confess that the freedom of my illustrious patron in communicating private affairs to a comparative stranger did not prejudice me much in his favor.

Late one October morning (Monday of course) I once more entered Mudville, “with bag and baggage,” to take up my winter quarters. The day was damp and dreary, and the streets abundantly supplied with mud. Hardly had I effected a landing from the vehicle which conveyed me thither before I heard the cry passing from lip to lip, “School-master’s come, school-master’s come!” which savored something of a *public* reception.

Having temporarily disposed of my baggage, I started in search of the school-house which was to be the scene of my winter labors. The crowd of boys which surrounded it, and the anxious faces peering through the windows, rendered its selection no difficulty matter. The house was really a good one, and its internal arrangement far better than is usually found in the country. I soon discovered however that its projectors had an eye to

cheapness, as its situation was low and swampy, with a beautiful frog-pond in the rear. On entering the school-room I found about forty urchins ready to receive me. The day was spent as is usual at such times in forming classes and assigning studies.

On going to my boarding place at night, I passed through a gauntlet of eyes that would have intimidated any one but a school master. The children had hastened home and given notice of my intended approach, and the inmates of almost every house were in staring order, and had well chosen their positions. In some instances, girls were standing at the partly-opened door with dish-cloth in hand, and mouth and eyes agape as if expecting to see “the elephant.”

Being somewhat fatigued with the labors of the day, I did not feel in a very communicative mood, and therefore sought to while away an hour in reading. Unfortunately for my project, my hostess was a very garrulous old lady, and my evident taciturnity but augmented her desire to talk. She called to her aid a female friend whose power of tongue was equal to her own; and the twain having filled their pipes, and seated themselves one on either side of me, the attack was commenced just as I had become interested in my book. I parried their long shot for a time by answering them occasionally and keeping the thread of my story, but having become inspired by the fumes of the “divine weed,” I at length hauled down my colors, i. e. closed my book and surrendered.

Notices.

Teachers' Institutes.

GENESEE Co.—An Institute will be held at Batavia, commencing October fourth, and continuing two weeks.

LIVINGSTON Co.—An Institute will be held at Geneseo, commencing October eighteenth, and continuing two weeks.

MONROE Co.—An Institute commenced at Spencerport, September twenty-seventh, and will continue two weeks.

NIAGARA Co.—An Institute commenced at Lockport, September twentieth, and will continue two weeks.

TOMPKINS Co.—An Institute will be held at the Village Hall in Ithaca, commencing October eleventh, and continuing two weeks.

SENECA Co.—An Institute commenced at Fayette, September twenty-seventh, and will continue one week.

STEBEN Co.—An Institute commenced at Hammondsport, September twenty-seventh, and will continue one week. Another will be held at Hornellsville, commencing October fourth, and continuing one week.

YATES Co.—An Institute will be held at Penn-Yan, commencing October eleventh, and will continue two weeks.

GENESEE AND WYOMING SEMINARY.—This flourishing institution is situated in the village of Alexander, Genesee Co., N. Y. From the Catalogue for 1847, we notice the following persons as constituting the Board of Instruction:

NORMAN F. WRIGHT, A. M., Principal.

WILLIS H. BARRIS, A. B., and **J. E. GOODHUE,** Assistants.

MISS EMMA G. PIERPONT, Preceptress.

MISS L. B. FORBUSH, Assistant.

MISS ROSETTA CURTIS, Teacher of the Primary Department.

During the last year there were in attendance at this institution:

Males—99. Females—106. Total—205.

Literary Review.

THE SCHOLAR'S KEEPSAKE, or Pocket Guide Book to Knowledge, &c., by **J. W. BARKER.** Rochester: Geo. W. Fisher & Co.: 1847.

This little work contains many excellent pieces upon the several subjects embraced under moral and intellectual education. We find in it much useful matter, and would recommend it as a very acceptable present from a teacher to his pupils.

THE SCHOOL SONG-BOOK, Containing a Selection of Social, Moral, and Patriotic Songs, by **Wm. T. Merriman,** Teacher of Vocal Music.

This little compilation was chiefly designed to supply the children of the public schools of Rochester with good wholesome music. We think the selections are well-made, and of such a character as can not fail to interest the minds, and improve the musical taste of the scholars in our public schools. For sale at Sage & Brother's.

Agents for the Educator.

The following persons have been appointed agents to receive subscriptions for the Monthly Educator; and all payments made to them will be duly acknowledged by us:

MR. DANIEL B. ROSS, of Canadice, agent for the western part of Ontario Co.

MR. A. B. MILLER, of Dansville, agent for the southern part of Livingston Co.

S. MILLS DAY, of Ithaca, agent for Tompkins County.

BENJAMIN F. COOK, of Penn-Yan, agent for Yates Co.

EZRA P. BARKER, of Le Roy, agent for Genesee County.

H. W. OLIPHANT of Rochester, Monroe Co., agent for Monroe, Genesee, and Orleans Co.

REV. DAVID L. HUNN, of Rochester, travelling agent for Western New York.

WILLIAM ORTON of Cuba, agent for the southern part of Allegany Co.

H. UNDERHILL, of Canandaigua, will also receive subscriptions at his book-bindery.

JOSEPH S. PENoyer, general traveling agent for Central and Western New York.

C. A. WALDO, of Rochester, travelling agent for Central New York.

JOEL GROVER, travelling agent for the Western States.

AGENTS WANTED.—Several responsible, enterprising young men are wanted to obtain subscribers for this paper. To such as have been engaged in teaching, a very liberal commission will be given.

Advertisements.

TO PRINTERS.

WANTED. A Large Imperial WASHINGTON or SMITH PRESS, in good condition; Platin 38 to 40 in. long.

Any person having such a Press for sale, and can warrant it perfect and good in every respect, will meet with a cash Purchaser, at a reasonable price, by applying personally or by letter (post-paid) at the Office of this Periodical, or to

W. HEUGHES, Rochester.

CANANDAIGUA BOOK-BINDERY, AND BLANK BOOK MANUFACTORY.

H. UNDERHILL is prepared to bind Blank and Library Books, of every variety, in splendid and fashionable styles. Albums, Port-Folios, Scrap-Books, &c. &c. manufactured plain, or richly ornamented. Music and other Paper ruled to order.

School District Library Books bound on reasonable terms.

Canandaigua, August, 1847.

DISTRICT SCHOOL GRAMMAR.—The Elementary Principles of English Grammar, accompanied by Appropriate Exercises in Parsing, with an Appendix, by **PARSONS E. DAY.** The Seventh Edition of this Popular work, just published and for sale by

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Corner of Main and St. Paul Streets.
Rochester, July, 1847.

DISTRICT SCHOOL SPEAKER, A Collection of Pieces for Public Declamation in Prose, Poetry and Dialogue, by **PARSONS E. DAY.** The second edition published and for sale by

FISHER & CO, 6 Exchange St.

Rochester, May, 1847.

Poetry.

For the Monthly Educator.

A Thought of Other Days.

BY J. W. BARKER.

I sigh for the good old days of yore,
So bright and blest they seem;
Engraven on my memory,
Like the traces of a dream;
When life was sweet, and pleasure bright
Knew not the pain of sorrow's night.

My heart, in childhood's innocence,
Went out amid the flowers;
And, sporting in the balmy light
Of rosy-pinioned hours,
I dreamed not that the bright, the gay,
Were always first to fade away.

Those green old woods I long to greet,
The beachen shade, the evergreen,
Where flowers, like eyes of youthful loves,
Are peeping out the leaves between:
The streamlet rushing to the main
I long to greet its shore again.

O give me back my early friends,
Those hearts so like mine own;
When every wish and every care,
To other spirits known,
Were treasured, for their hearts arose
To gild my joys, and soothe my woes.

I've friends—but ah! the smile, the tear
Of love are seldom known;
To-day, bright sunshine may appear,
To-morrow, it hath flown:—
None so enduring, none so sweet
As early days were wont to meet.

O give me back my early home,
The thousand joys so free,
The faithful heart, the truthful tongue,
O give them back to me—
The green hill-side, the sunny plain,
I sigh to greet you once again.

Riga, September, 12, 1847.

For the Monthly Educator.

Childhood's Visions.

BY M. G. S.

Where have they gone—the hopes, the fears,
The joys that tell of childhood's years?
Methought they twined around my heart
So close, that we could never part.

Why wreathed they not round me the spell,
That long ago I loved so well?
Yet not as now I loved them, no,
I deemed not they so soon would go.

When sunny smiles bedecked my brow
In youth's bright morn, when not as now
The cold dull cares, the toil, the strife
That e'er await maturer life,

Had chilled the fairy joys of youth,
And made me almost dread the truth
That I was young no more—ah! then
Methought with more than prophet's ken,

I saw the unknown future, clad
In robes that made my young heart glad;
Not one dark cloud, no cares, no fears,
Dimmed then the glance at older years.

And Oh! I wished the time would come,
And soon, when I'd be free to roam;
I thought the future looked so bright,
Its sun-shine could not turn to night.

But now if I could once more claim
The joys which then uncourted came,
Sooner than wish them gone, I'd pray
That I from earth might pass away.
Victor, August 9, 1847.

PROSPECTUS

OF

THE MONTHLY EDUCATOR.

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